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| **Achievement level** | **Criteria C**  **Descriptor** | For Our CD Task |
| 0 | The student does not reach a standard described by any of the descriptors given below. |  |
| 1–2 | The student shows **basic** use of mathematical language **and/or** forms of mathematical representation. The lines of reasoning are **difficult to follow**. | Student has included most of the tables, graphs and equations correctly in the word document.  There is little order or headings of the various representations of the data.  The explanation of the choice of the particular model is not completely correct. |
| 3–4 | The student shows **sufficient** use of mathematical language **and** forms of mathematical representation. The lines of reasoning are **clear** though not always **logical** or **complete**.  The student moves between different forms of representation **with some success**. | All tables, graphs and equations are correctly presented in the word document.  The order of the different representations makes some sense.  The explanation of why she chose a particular model is not complete. Only 1 reason. |
| 5–6 | The student shows **good** use of mathematical language **and** forms of mathematical representation. The lines of reasoning are **concise**, **logical** and **complete**.  The student moves **effectively** between different forms of representation. | All tables, graphs and equations are correctly presented in the work document.  There is a flow to how she presents everything in the word document – easy to read, and logically makes sense.  She explains why she chose a particular model clearly, giving at least 2 reasons. |

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| **Achievement level** | **Criteria D**  **Descriptor** | For Our CD Task |
| 0 | The student does not reach a standard described by any of the descriptors given below. |  |
| 1–2 | The student **attempts** to explain whether his or her results make sense in the context of the problem.  The student **attempts to describe** the importance of his or her findings in connection to real life. | Attempts to explain they their chosen model would be useful or inaccurate in the context of the problem. |
| 3–4 | The student **correctly but briefly explains** whether his or her results make sense in the context of the problem and **describes** the importance of his or her findings in connection to real life.  The student **attempts** to justify the degree of accuracy of his or her results where appropriate. | Briefly discusses why models like these are useful in real life.  Briefly discusses only one limitation of the model in this context. |
| 5–6 | The student **critically explains** whether his or her results make sense in the context of the problem and provides a **detailed explanation** of the importance of his or her findings in connection to real life.  The student **justifies** the degree of accuracy of his or her results where appropriate.  The student **suggests improvements** to the method when necessary. | Discusses the value of models like these. Gives at least one reason why it would be useful in this example.  Gives at least two limitations this model would have in the context of the problem.  Suggests how we can improve on the model or deal with these limitations. |